

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsland Church of England Primary School

Vision

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16. As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Our deeply Christian character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a precious child of God. The school’s motto “Let your light shine” encapsulates the school’s commitment to provide a nourishing education which is deep and broad, equipping children for life in all its fullness, focused through wisdom, hope, community and dignity. With spiritual development at the heart of the school, our children are inspired with a love of learning, enabling them to flourish and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.

Kingsland Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision is deeply established, loved and celebrated by pupils, staff, governors and parents. It informs and empowers the actions of members of the school community. The vision is central to decision-making, and its impact is regularly monitored and evaluated.
- The curriculum has been carefully tailored to reflect the context of the school. It provides multiple opportunities for pupils to raise their aspirations, live life to the full and shine.
- Relationships in the school are strong. Using the vision as their guide, adults take time to get to know their pupils extremely well. This promotes a richly inclusive and supportive culture.
- Collective worship is carefully planned to explore the school’s Christian vision and values. Pupils reflect deeply and understand how their values can help guide their choices and strengthen their friendships.
- Religious education (RE) is highly regarded as a subject that is important to pupils. This is because they learn in ways that encourage them to think critically. Therefore, pupils have an inquisitive nature about worldviews and world religions, including Christianity.

Development Points

- Enhance a broader understanding of justice so pupils can identify further opportunities to contribute to positive change.



Inspection Findings

Vision and Leadership

The Christian vision at Kingsland has been carefully crafted to meet the needs of the school and its community. Staff, pupils and families recognise and champion the ambition that 'letting their light shine' holds for them. It empowers them to achieve their aspirations, hopes and dreams. The vision is supported by carefully selected associated Christian values which act as effective scaffolding for action. Parents, members of the local church and governors see them lived out through the lives of staff and pupils. Effective strategies are used to share the vision with school families. This is evident from policies, to engaging artwork, as well as through day-to-day communications. Its impact is monitored and evaluated both formally and informally, making certain that it remains front and centre of development. Consequently, leaders' and staff's dedication ensures Kingsland holds numerous impressive awards and recognitions. For example, they are recognised as a 'School of Sanctuary'. Links with the local diocese are strong. Joint initiatives like the 'Prayer Project' further enrich provision for the school community and beyond. Leaders welcome feedback from the community and other partners to continuously hone their effective decision making. Therefore, pupils and adults are enabled to flourish.

Vision and Curriculum

The vision drives curriculum development that is skilfully shaped by leaders, with high aspirations for pupils. Carefully planned, rich experiences inspire the school community. As a result of leaders' hard work, Kingsland has achieved the 'School Games Platinum Award' and is also a 'Lead Music School'. Bespoke trips and visitors enrich provision, with local church links providing a strong mutual benefit to the community. Projects enhance pupils' understanding of the world around them. These include experiences in Hereford Cathedral as well as at the Herefordshire Performing Arts Festival. Leaders take care to ensure that the curriculum reflects a wide diversity of people, including trips to alternative places of worship. This leads to pupils, regardless of the barriers they encounter, succeeding in their development as they learn, grow and shine. Leaders invest in bespoke training and employ specialist staff to further bolster expertise. This aids high levels of pupil care and fosters their overall flourishing. In addition, there is a wide range of extra-curricular activities to enable pupils to explore life in all its fullness.

Worship and Spirituality

The vision effectively influences how leaders plan collective worship. It is led by a wide range of adults and pupils. Worship explores how stories from the Bible inspire people to make wise choices. Pupils celebrate how they can show kindness to others, with Jesus providing a guiding light. A familiar pattern to collective worship helps attendees to feel a sense of identity and belonging. It provides meaningful opportunities for the school community to consider world events, respond to stories, sing, reflect and pray. Pupils plan, lead, monitor and evaluate worship. Their contributions engage their peers in meaningful ways. A thriving partnership with local churches enriches the life of the school. Special inclusive events are coordinated between these, so pupils can experience concerts and invaluable residential experiences. Services in the church that mark Christian festivals bring the school and local community together. The Harvest tractor procession is a warm example of this, where donations are collected for the local foodbank. Adults, pupils and families value the sense of belonging that these experiences foster, creating rich spiritual flourishing.

Vision and School Culture

Leaders have used the school vision to create an environment where individuals feel valued and respected. Positive mental health and wellbeing are clear priorities that are carefully monitored and evaluated by governors. Bespoke training means that adults are adept at supporting pupils through difficult times. Leaders listen to staff in order to understand how they can most effectively provide support. As a result, there is a harmonious atmosphere at Kingsland that spreads out to the school community. Parents, carers and families welcome the open-door policy that ensures positive relationships of mutual trust. This provides a significant



strength when pupils face challenges, ensuring that support is on hand to overcome barriers. As a result, relationships flourish throughout the school community. Led by the vision, leaders have created an inclusive culture that invests in the whole person. This is reflected in staff effectively adapting lessons and tailoring support to meet the needs of their pupils. This means pupils, including those with special educational needs and/or disabilities (SEND) or who are considered vulnerable, receive the support they need to succeed. Leaders' dedication towards inclusion has been recognised with the school achieving the 'Attachment Research Community Bronze and Silver Awards'. Consequently, pupils are loved at Kingsland and thrive.

Vision, Justice and Responsibility

Pupils are well informed about issues of justice and responsibility to others. They use the school's values of hope and dignity to guide their actions. This supports pupils to behave in a way that enables them to 'love those around them'. As a result, they live well together and have a positive impact on the wider school community. The link with a school in Moivaro in Tanzania provides an effective insight into the lives of others around the world. Alongside this, projects relating to the environment have been instrumental in Kingsland collecting the 'International School Award'. Decision-making throughout the school is democratic and inclusive, with the voices of pupils listened to carefully by adults. Through prayer and action they know they can make a positive impact on their world. Staff encourage pupils to bring about practical improvements in the school environment and culture. This inspires action from litter picking to the support of various charities. These include St Michael's Hospice, Refugee Action and Hats for Hope for brain tumour awareness. These initiatives ensure pupils feel empowered to make a difference. However, opportunities for pupil leadership when identifying ways to tackle injustice are slightly more limited.

Religious Education

Learning in RE provides pupils with opportunities to study a broad range of religions, themes and worldviews. The curriculum is well organised in a carefully considered cycle, allowing them to build their knowledge and understanding over time. Learning is engaging because teachers have strong subject knowledge and expertise. Carefully planned professional development helps staff to enhance their skills and provision in the subject. They model how to engage in thoughtful discussions, where pupils reflect on varying viewpoints. Learning is brought to life by a rich provision of visitors and bespoke visits to a wide range of places of worship. This provides first-hand insights into how religious beliefs influence what people think and do. In this way, RE contributes to students' appreciation of diversity in society.

Pupils experience significant success in their RE learning. Leaders' engagement with high-quality professional development drives improvements in the subject. Links with the diocese provide opportunities for the school to share their own good practice. The professional dialogue among staff shapes classroom practice, ensuring that pupils are engaged in RE. The quality of teaching in the subject means that their knowledge and understanding are impressive. Assessment is regular and appropriate to the units of work being taught and is carefully monitored and evaluated. Teachers use assessment results to adapt their teaching. This, together with the high expectations they set, further promotes strong outcomes. As a result, pupils flourish in RE, demonstrating strong knowledge and understanding in the subject.

Information

Address	Kingsland, Leominster, Herefordshire. HR6 9QN		
Date	23 April 2026	URN	116891
Type of school	Voluntary aided	No. of pupils	152
Diocese	Hereford		
Headteacher	Stewart Debenham		
Chair of Governors	Helen Webb		
Inspector	David Scorer		